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ABSTRACT

To determine whether present alternatives in library education in Ohio are adequate to the educational demand, a study of potential enrollment for graduate programs in library science during the coming decade was conducted as part of the Graduate Education for Librarianship in Ohio Project. Library associates (professional staff members without graduate degrees in library science) from public, academic, and special libraries throughout Ohio, and librarians from the Ohio public school system without graduate degrees in library science or educational media were surveyed as the most probable source of future enrollments. Two questionnaires were developed from the survey, one for library associates and the other for school librarians, and distributed to personnel in libraries around the state. Analysis of the data was restricted to descriptive statistics. Approximately 20 percent of each group surveyed had definite plans to pursue a graduate degree in library science, while 50 percent had at least contemplated such study. Most of those intending to pursue degrees intended to enroll within the next two years (1981-82), though many were undecided on which institution they would attend. The responses of participants in the survey are summarized in 30 tables, and the appendices include copies of the survey forms. (JL)

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Alternative Modes for Providing

Graduate Education in Librarianship

in Ohio

Phase One: Needs Assessment

Related Paper #3

Enrollment Projections for Graduate Programs in Library and Information Science and Educational Media in Ohio, 1981-1985+

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Foreword

Ohio residents interested in pursuing a graduate degree in library and/or information science offered by a program accredited by the American Library Association may choose to attend one of the following: 1) the Kent State University program, 2) the Case Western Reserve University program, or 3) an out-of-state program. Both Ohio, ALA accredited programs are currently located in the northeastern part of the state. Residents in northwestern, central, and southern portions of Ohio are therefore confronted with problems of long commuting distances, high costs of out-of-state tuition at out-of-state programs, separation from families, or indefinite postponement of graduate degrees.

In an attempt to reduce some of these problems, the Kent State University School of Library Science, with the support of the Public Library of Columbus and Franklin County, initiated an extension program in 1975 to serve the Columbus and central Ohio region. In 1978 facilities at The Ohio State University were made available to the Columbus program, through an expanded cooperative agreement. In 1980 a part-time coordinator was hired on a trial basis for the Columbus program, with office space in the main library at The Ohio State University.

The continuation of the off-campus program, in part, depends on the continued demand for graduate library science training in the Columbus and central Ohio area. Rather than limiting a needs assessment to the Columbus area, the School of Library Science at Kent State University sought and received LSCA Title III funding from The State Library of Ohio to conduct a state-wide

needs assessment and to evaluate alternative programming to meet identified needs throughout the state.

The needs assessment phase of the project consisted of the following parts:

1. A survey of previous and predicted personnel needs in Ohio academic, public, special and school libraries,
2. A survey of library associates employed in Ohio academic, public and special libraries to determine their interest in graduate programs in librarianship,
3. A survey of certified librarians in Ohio public schools to determine their interest in graduate programs,
4. A survey of undergraduates enrolled in educational media and library science courses in Ohio to determine their interest in graduate programs,
5. A survey of student assistants employed at Ohio academic libraries to determine their interest in graduate programs,
6. A study of advertisements for professional vacancies at Ohio academic, public, special libraries and other agencies posted between 1976 and October 1980, and
7. A review of previous studies on national and state employment trends, placement patterns, enrollment forecasts, etc.

The report which follows is a result of one of these studies.

Table of Contents

	Page
Foreword	i
List of Tables	iv
List of Figures	vi
Introduction	1
Method	2
Sample	2
Data Collection and Analysis	10
Results	11
Description of Sample Respondents	11
Educational Plans	15
Potential Student Populations	22
Probable Enrollment by Institution	25
Commuting and Residency Requirements	29
Potential Sites for Off-Campus Programs	32
Written Comments	35
Conclusions	38
References	42
Appendices	43
A. Roster Requests and Instructions for Questionnaire Distribution	43
B. Response Rates and Regional Response Bias	50
C. Questionnaires, Cover Letters and Follow-up Letters	56
D. Written Comments from Library Associates and School Librarians	69
E. Survey of Student Assistants Employed in Academic Libraries in Ohio	76
F. Survey of Undergraduates Enrolled in Library Science and Educational Media Courses in Ohio	88

List of Tables

Table		Page
1.	Estimated Population Sizes for Four Study Groups	4
2.	Ohio Counties Comprising Study Regions	6
3.	Response Rates for Geographical Regions	9
4.	Descriptive Statistics on Respondents	12
5.	Descriptive Statistics: Library Associates	16
6.	Descriptive Statistics: School Librarians	17
7.	Educational Plans	18
8.	Potential Student Populations by Region	23
9.	Graduate Programs to Be Pursued by Potential Student Populations for the Period 1981-1985+	24
10.	Potential Student Population by Degree Area for the Period 1981-1985+	26
11.	Probable Institutional Attendance for Individuals with Definite Plans to Pursue a Library and Information-Related Degree	28
12.	Probable Institutional Attendance for Individuals Undecided on Pursuing a Library and Information-Related Degree	30
13.	Regional Willingness to Commute One Hour to an ALA Accredited Program	31
14.	Regional Willingness to Meet a Full-time Residency Requirement of One Term at a Main Campus	33
15.	State Universities within One Hour's Drive in Each Region	34
16.	State University Closest to Home or Work in Each Region	36
17.	Response Rate by Library Type	51
18.	Public Library Sample: Totals, Adjusted Totals, and Significance Test of Regional Response Bias	52

Table		Page
19.	Academic Library Sample: Totals, Adjusted Totals, and Significance Test on Regional Response Bias	53
20.	Special Library Sample: Totals, Adjusted Totals, and Significance Test on Regional Response Bias	54
21.	Public School Library Sample: Totals, Adjusted Totals, Significance Test of Regional Response Bias	55
22.	Student Library Assistants: State and Regional Representation	78
23.	Response Rates for Student Library Assistant Survey	79
24.	Descriptive Statistics on Student Assistant Respondents	84
25.	Descriptive Statistics on Student Assistants Planning Library Careers	85
26.	Estimated Number of Students Contemplating Graduate Degrees in Each Ohio Region	86
27.	Descriptive Data on Undergraduate Student Respondents	91
28.	Educational Plans for Those Contemplating Graduate Degrees in a Library and Information Service Field	92
29.	State Institutions to be Attended by Those Contemplating a Graduate Degree in a Library and Information Service Field	94
30.	Percentage of Students Enrolled in Each Region During Autumn, 1980 Who Contemplate a Graduate Degree in a Library Related Field	95

List of Figures

Figure		Page
1.	A Map of the Eleven Ohio Regions	5
2.	Student Library Assistant Form	80
3.	Distribution Letter for Postcard Survey	81
4.	Student Library Assistant Cover Letter	82

Enrollment Projections for Graduate Programs in Library and Information Science and Educational Media in Ohio, 1981-1985+

Introduction

As stated in the foreword to this report, The Graduate Education for Librarianship in Ohio Project was funded to investigate alternative methods for providing graduate education in librarianship in Ohio. A two part needs assessment was conducted: the first part examining projected personnel needs of Ohio libraries through 1990 [1] and the second part investigating potential enrollment for graduate programs in library science, educational media and computer and information science.

This latter activity was divided into three studies: 1) a study of library associates and certificated public school librarians currently employed in the four library types in Ohio, 2) a study of undergraduates currently enrolled in educational media courses at Ohio colleges and universities, and 3) a study of student assistants currently employed in Ohio academic libraries. These groups were selected since they were the most probable sources of future students for graduate library education programs.

The first substudy, the most extensive of the three, comprises the body of this report. The other two studies have been described in the last two appendices, with conclusions summarized in the final section of this report.

This survey of library associates and certificated school librarians had the following objectives:

1. To estimate the number of individuals from these groups who plan to enroll in graduate programs in library science, educational media, or computer science in the next five years
2. To identify geographic areas of need that are currently unserved by an ALA accredited degree program
3. To determine institutional sites which would serve maximum numbers of potential students
4. To determine the probable impact of commuting and residency requirements on potential enrollment

Method

Sample

Four populations were sampled: library associates employed in public libraries, academic libraries, and special libraries; and those public school librarians certificated in library science or educational media in Ohio but not holding a graduate degree in either of these areas. Estimates of population size were obtained from the statistical compilation, Statistics of Ohio Libraries [2], and related input documents available in the Planning, Evaluation, and Research Unit of The State Library of Ohio. Data on number of librarians, media, and audio-visual specialists, etc. with a bachelor's as the highest degree were totaled separately for public libraries and special libraries. These figures, which excluded technical, clerical, plant, and maintenance staff, defined the library associate populations for public and

special libraries. Since academic libraries do not report educational data on personnel, another method of defining academic library associates was needed. According to the American Library Association personnel definitions [3], support staff consists of three levels: library associates, library technical assistants, and clerical staff. Consequently the academic library associate population was estimated as one-third of reported non-professional staff totals which excluded maintenance, custodial, and student personnel. For school librarians, the certificated without master's degree population was estimated as the difference between total certificated library personnel and total certificated library personnel with master's degrees in library science or educational media. These data were available in the annual statistical directory [2] and other input documents on file at the State Library.

Table 1 provides a regional breakdown of the population estimates. Ohio regions were defined by the following library systems: 1) Northwest (NORWELD and WORLDS), 2) Northeast (INFO/CAMLS, MOLO and NOLA), 3) Central (CALICO and COIN), 4) Southeast (OVAL and SOLO), and 5) Southwest (MILO and SWORL/GCLC). Figure 1 locates these eleven library systems and Table 2 lists the counties comprising each system. The reader should note that study systems did not correspond in all cases to ALSO system county membership.

As seen in Table 1, school librarians formed the largest potential source of future enrollment with a state total of 1,744 certificated, non-master degreed librarians. Public libraries followed with a library associate staff of approximately 720. For academic staff, an estimate of 420 library associates was obtained; for special libraries, an estimate

Table 1

Estimated Population Size for
Four Study Groups

Region	Public[1]	Academic[2]	Special[3]	School[4]
Northwest	92	42	10	346
Northeast	397	133	29	522
Central	117	100	48	298
Southeast	28	26	7	199
Southwest	86	119	44	379
STATE	720	420	138	1,744

1. Public library associates: regional totals for number of librarians, media and audiovisual specialists with bachelor's degree as reported by public libraries for 1979 [2].

2. Academic library associates: one-third of regional totals for number of technical, clerical, and other supporting staff on library budget, excluding maintenance/custodial staff and student assistants, as reported by academic libraries for 1979 [2].

3. Special library associates: regional totals for number of librarians, media, and audiovisual specialists with bachelor's degree as reported by special libraries for 1979 [2].

4. Certificated public school librarians without master's: regional totals of differences between total certificated library staff and total certificated staff with master's degree in library science or educational media as reported for 1979 [2].

Figure 1

A Map of the Eleven Ohio Regions

Table 2

Ohio Counties Comprising Study Regions

CALICO	NOLA	SOLO
Delaware	Ashtabula	Belmont
Fairfield	Columbiana	Guernsey
Franklin	Geauga	Harrison
Licking	Lake	Jefferson
Madison	Mahoning	Monroe
Union	Portage	Morgan
	Trumbull	Muskingum
		Noble
		Perry
		Washington
COIN	**NORWELD**	**SWORL**
Ashland	Defiance	Adams
Crawford	Erie	Brown
Knox	Fulton	Butler
Marion	Henry	Clermont
Morrow	Huron	Clinton
Richland	Lucas	Fayette
Wayne	Ottawa	Hamilton
Wyandot	Paulding	Highland
	Sandusky	Warren
	Seneca	
	Williams	
	Wood	
INFO/CAMLS	**MILO**	**OVAL**
Cuyahoga	Champaign	Athens
Lorain	Clark	Gallia
Medina	Darke	Hocking
Summit	Greene	Jackson
	Miami	Lawrence
	Montgomery	Meigs
		Pickaway
		Pike
		Ross
		Scioto
		Vinton
WORLDS	**MOLO**	
Allen	Carroll	
Auglaize	Coshocton	
Hancock	Holmes	
Hardin	Stark	
Logan	Tuscarawas	
Mercer		
Putnam		
Shelby		
Van Wert		

of 138. These estimates were assumed to be conservative ones for potential student populations in public, academic, and special libraries since technical and clerical positions are often filled by bachelor level staff who might also be interested in pursuing a library-related graduate degree.

All institutions were first listed by library system (e.g. CALICO). Two stage disproportionate samples were drawn from the public and academic library populations. Public libraries with at least ten library associates and academic libraries employing at least ten professional librarians were automatically sampled with a fifteen percent ratio. Then five public libraries and two academic libraries were selected from each system. One library associate was randomly selected from each public library and two from each academic library. A fifteen percent proportionate sample was drawn from special libraries. No special libraries were automatically included in the sample. Finally a two stage proportionate sample was drawn from public school libraries. A fifteen percent sample was drawn from all school districts employing at least ten certificated, non-master degreed librarians. The remaining districts in each system were sampled to produce a total sample of fifteen percent from each system. Sampling weights were computed for each group and used to estimate system totals for each of the four populations.

Names of library associates were requested from each public, special, and academic library sampled. This was not necessary for the school sample since building level data were available from the Planning, Evaluation, and Research Unit. The appropriate sample size was randomly drawn from each list provided. Since many libraries did not provide

rosters, a packet of questionnaires was sent to the library directors and personnel officers with instructions for distribution. All letters relating to questionnaire distribution are included in Appendix A.

To reduce the costs of follow-up mailings, a stamped, self-addressed postcard was attached to each questionnaire with the name of the library associate, the name of the school building, or the name of the library, as appropriate. Sample members were instructed to return the postcard separately when mailing the completed questionnaire. A second mailing was sent to all sample members who had not returned postcards. Personnel officers who had distributed questionnaires in the first round were also asked to distribute follow-up questionnaires. Appendix A contains the distribution instructions.

Table 3 reports regional response rates for each library type. Response rates were not based on total questionnaires sent but rather on total questionnaires distributed. An examination of returned postcards revealed that several large public and academic libraries in northeastern Ohio and several large academic libraries in southwestern Ohio had apparently failed to distribute questionnaires. This was confirmed in some cases by returned questionnaire packets accompanied by letters of regret regarding distribution. Consequently response rates were adjusted for these regions.

As Table 3 indicates, all four samples exceeded a minimally acceptable response rate of 70 percent [4]. Public libraries had the highest response rate, 76 percent. Central and southwestern Ohio tended to have higher response rates while southeastern Ohio consistently had the lowest response rate across all four library types.

Table 3

Response Rates for Geographical Regions

	Library Type			
Region	Public	Academic	Special	School
Northeast	67%	69%	77%	72%
Northwest	73%	87%	50%	78%
Central	100%	66%	83%	80%
Southeast	60%	58%	50%	59%
Southwest	73%	81%	86%	75%
STATE TOTAL	76%	73%	71%	73%

Appendix B contains a library system breakdown of response rates as well as total number of questionnaires distributed, adjusted totals, and significance tests on regional response bias. Only public libraries showed a significant difference in pattern of response across regions. All of the public library associates in central Ohio returned completed questionnaires, while only 70 percent, on the average, returned forms in the other regions. This suggests there was a significantly higher level of interest among public library associates in central Ohio than in any other regions.

Data Collection and Analysis

Two questionnaires were developed for this survey, one form for library associates and one form for certificated school librarians. The only differences between the forms, however, were items on school building level, type of media certification, library type, and service area. Questionnaires were reviewed by faculty of the School of Library Science, Kent State University, and field tested with library science students enrolled in the Columbus extension program in the Fall term, 1980. The two forms were revised and color coded to reflect sample weights for each subject. All questionnaires, however, were anonymous. Respondents were invited to share comments or concerns in space provided in the questionnaire.

Appendix C contains the questionnaires and cover letters. Follow-up letters are also included.

Data analysis was restricted to descriptive statistics, i.e. percentages, cross-tabulations, and totals. The WEIGHT option of the

Frequency Program in the SAS statistical package was used to obtain weighted totals for each sample group [5].

Results

Description of Sample Respondents

Table 4 contains percentage responses to each item and its sub-categories. These data were not weighted. Most respondents ranged between 25 and 39 years of age. Forty percent of the school respondents were between 40 and 59 years of age and 45 percent of the public library associates were also in this age bracket. The prevalence of female respondents was as expected. Over 90 percent of the academic, special and school library respondents were employed over 30 hours per week. Ninety-one percent of the public school librarians worked 21 hours or more per week.

Table 4 suggests that questionnaires were usually completed by members of the target populations. Ninety-four percent of the public library associates qualified for graduate admission (i.e. had at least an undergraduate degree); 90 percent of the academic library associates; 91 percent of the school librarians. Only 75 percent of the special library respondents had at least an undergraduate degree. It is believed this less than 100 percent hit rate resulted from vagueness regarding the "library associate" classification and possible problems encountered by personnel officers when sampling and distributing questionnaires.

Table 4 also indicates that few of the respondents had graduate degrees in library science or educational media. School librarians had the highest percentages with six percent having an MA/MS degree in library science and eight percent, an MA/MS degree in educational media.

Table 4

Descriptive Statistics on Respondencs

Descriptor	Library Type			
	Public	Academic	Special	School
	(N=81)	(N=79)	(N=17)	(N=190)
1. Age				
18-24	5%	5%	12%	5%
25-39	53%	74%	37%	50%
40-59	35%	19%	29%	40%
60 or over	7%	2%	12%	5%
2. Sex				
Male	8%	17%	19%	9%
Female	92%	83%	81%	91%
3. Number of hours worked per week:				
11-20	9%	6%	0%	1%
21-30	12%	0%	0%	5%
31-40	79%	94%	100%	94%

Table 4, continued

Descriptor	Public	Academic	Special	School
4. Educational attainment:				
High school diploma	2%	4%	19%	7%
AA or 2 years college	4%	6%	6%	2%
BA/BS	89%	78%	69%	68%
MA/MS	5%	11%	6%	22%
Other	0%	1%	0%	1%
5. Library/Information degree: Completed				
AA: Library Science	1%	0%	11%	1%
BA/BS: Library Science major	2%	5%	6%	12%
BA/BS: Library Science minor	5%	0%	0%	19%
MA/MS in Library Science	2%	1%	0%	6%
BA/BS: Media major	0%	1%	6%	7%
BA/BS: Media minor	6%	0%	0%	7%
MA/MS in Ed. Media	0%	2%	0%	8%
Certification hours	-	-	-	6%
BA/BS: CIS major	0%	0%	0%	0%
BA/BS: CIS minor	0%	0%	0%	0%
MA/MS: in CIS	0%	1%	0%	0%

Table 4, continued

Descriptor	Public	Academic	Special	School
6. Library/Information Degree: In progress				
AA: Library Science	1%	0%	6%	1%
BA/BS: Library Science major	0%	0%	0%	1%
BA/BS: Library Science minor	0%	1%	0%	0%
MA/MS in Library Science	12%	5%	6%	5%
BA/BS: Media major	2%	0%	0%	1%
BA/BS: Media minor	0%	0%	0%	0%
MA/MS in Ed. Media	1%	0%	0%	6%
Certification hours	-	-	-	1%
BA/BS: CIS major	0%	0%	0%	0%
BA/BS: CIS minor	0%	0%	0%	0%
MA/MS in CIS	0%	1%	0%	0%
7. Ohio Resident:				
Yes	99%	100%	100%	99%
8. Continue with library career:				
Yes	70%	58%	76%	78%

Five percent were pursuing the former degree and six percent, the latter at the time of this study. Twelve percent of the public library associates were pursuing the MA/MS degree in library science; five percent of the academic library associates and six percent of the special library associates also had master degrees in progress in library science.

As Table 4 further reports, over 99 percent of the sample consisted of Ohio residents. Table 5 reports data on classification and service area for library associates. Classification responses confirmed the suspected vagueness of the "library associate" classification category. While 89 percent of the public library respondents had reported an undergraduate degree as their highest degree, only 53 percent classified themselves as library associates. In contrast only five percent indicated they held a graduate degree, yet 24 percent classified themselves as librarians. Respondents tended to be employed primarily in public services in the public and academic library samples and in technical services in special libraries.

Table 6 reports data on building level and certification type for the school librarian respondents. As expected most certificated librarians without master's were employed at the elementary level (45 percent). Only nine percent of the sample respondents were not certified in library science or educational media.

Educational Plans

Respondents in each of the four sampled groups reported on their plans to pursue a graduate degree in library and information science, educational media or computer and information science. Table 7 indicates roughly 20 percent of each group definitely planned to pursue a

Table 5

Descriptive Statistics: Library Associates

Descriptor	Library Type		
	Public	Academic	Special
Classification			
Clerical	6%	8%	0%
Library technical assistant	13%	46%	35%
Library associate	53%	34%	18%
Librarian	24%	3%	47%
Other	4%	9%	0%
Primary service area			
Technical	6%	34%	59%
Public	85%	53%	18%
Administrative	4%	7%	12%
Learning Resource Center	4%	4%	6%
Other	1%	2%	5%

Table 6

Descriptive Statistics: School Librarians

Building level	
High school	30%
Junior high school	11%
Middle school	7%
Elementary school	45%
Other	7%
Educational Media Certification	
None	9%
K-8	19%
7-12	33%
K-12	36%
Other	3%

Table 7

Educational Plans*

Descriptor	Public		Academic		Special		School	
1. Plan to work on graduate degree in library science, educational media, CIS?								
Yes	21%		24%		18%		23%	
Undecided	38%		23%		41%		32%	
No	29%		47%		35%		39%	
Degree in progress	12%		6%		6%		6%	
2. If yes or undecided								
a. Field to be selected	A	B	A	B	A	B	A	B
Library/information science	71%	78%	89%	86%	100%	88%	44%	44%
Educational media or instructional technology	18%	17%	0%	6%	0%	0%	42%	45%
Computer/information science	6%	2%	0%	8%	0%	12%	12%	9%
Undecided	5%	3%	11%	0%	0%	0%	2%	2%

Table 7, continued

Descriptor	Public		Academic		Special		School	
	A	B	A	B	A	B	A	B
b. Work while studying:								
Yes, full-time	71%	61%	53%	58%	67%	88%	88%	91%
Yes, part-time	29%	39%	37%	33%	33%	12%	7%	4%
No	0%	0%	11%	9%	0%	0%	2%	2%
Undecided	0%	0%	0%	0%	0%	0%	3%	3%
c. Attend Ohio institution:								
Yes	88%	95%	74%	77%	100%	100%	92%	92%
d. Age								
18-24	12%	7%	11%	5%	33%	20%	12%	6%
25-29	41%	31%	47%	43%	0%	10%	21%	17%
30-39	23%	26%	21%	35%	67%	40%	30%	38%
40-49	12%	17%	16%	11%	0%	10%	21%	18%
50-59	12%	17%	5%	6%	0%	10%	14%	20%
60+	0%	2%	0%	0%	0%	10%	2%	1%
e. Employment desired:								
Academic	7%	3%	78%	77%	0%	0%	5%	5%
Public	73%	80%	11%	13%	0%	0%	8%	4%
Special	7%	3%	11%	10%	67%	90%	8%	4%
School	0%	3%	0%	0%	33%	10%	71%	82%
Other	0%	3%	0%	0%	0%	0%	8%	5%
Undecided	13%	8%	0%	0%	0%	0%	0%	0%

Table 7, continued

Descriptor	Public		Academic		Special		School	
f. Year commenced	A	B	A	B	A	B	A	B
1980	6%	3%	16%	8%	0%	0%	15%	8%
1981	56%	43%	53%	40%	33%	37%	38%	37%
1982	13%	32%	16%	17%	33%	37%	27%	25%
1983	6%	5%	11%	11%	34%	13%	27%	25%
1984	0%	0%	0%	0%	0%	0%	7%	1%
1985	0%	0%	0%	3%	0%	0%	3%	0%
After 1985	13%	8%	0%	17%	0%	13%	3%	11%
Undecided	6%	8%	5%	3%	0%	0%	7%	10%

*Column A includes individuals responding "yes" to question C2 on educational plans. Column B includes individuals responding "yes" or "undecided" to item C2 on the questionraire.

degree while roughly one-third of each group had no plans for future education in a library-related field. Over 50 percent of public, special, and school library respondents were considering such a degree.

The remaining data reported in this study are restricted to the respondents who either definitely plan to obtain a relevant graduate degree or are currently undecided. Data are reported twice in all tables, data in columns A representing those with definite plans and data in columns B reflecting individuals with either definite or undecided educational plans. The phrase "individuals contemplating a degree" will be used to describe Column B data throughout this report.

Table 7 indicates that the majority of special, academic, and public library respondents wish to pursue a graduate degree in library and information science. Eighteen percent of the public library respondents with definite plans wish, however, to pursue an educational media program. School librarians with definite plans were divided between library and information science programs (44 percent) and educational media programs (42 percent).

Table 7 also indicates that the majority of individuals contemplating a degree expect to enroll in a program in the next two years (i.e. 1981 and 1982). Over 90 percent of each group would continue to work, most on a full-time basis. Public, special and school library respondents anticipate attending an Ohio academic institution for this degree (i.e. 90 percent or more); however only approximately 75 percent of academic library associates would attend a state institution.

Data in Table 7 demonstrate that potential students represent a wide range of age groups. While over 50 percent of each group fall in

the 25 to 39 years of age range, at least 20 percent of those contemplating a degree fall in the 40 to 59 years of age range. Finally Table 7 also indicates that while the majority of individuals contemplating a degree would continue in the type of library in which they were currently employed, that career shifts would occur, especially among those with definite educational plans. For example, eight percent of school librarians wished to enter the public library field and 11 percent of academic library associates were considering special library careers.

Potential Student Populations

Table 8 reports estimates of the number of students with definite plans and the total number contemplating a library-related graduate degree. The reader is reminded that these are conservative estimates, especially those for the northeastern and southwestern Ohio regions. The reader is further cautioned that these are estimates of the numbers planning and/or contemplating a degree, not those who have applied to a program nor those who would necessarily meet admission criteria if in fact they did apply.

Table 8 shows that the largest number of potential students in each region are employed in school libraries, followed by public libraries. Totaling across the four groups suggests there are 62 students in the Northwest who definitely plan to pursue a degree; 125 students in the Northeast; 138 in central Ohio; 14 in the Southeast; and 114 in the Southwest. Undecideds in each region totaled 71, 204, 156, 67, and 105 respectively.

Because potential students varied in their anticipated field of study, degree program breakdowns were obtained. Table 9 reports these

Table 8

Potential Student Populations by Region*

	Public		Academic		Special		School	
Region	A	B	A	B	A	B	A	B
Northwest	7	14	11	18	-	-	44	101
Northeast	31	100	7	18	10	16	77	195
Central	52	77	15	31	0	17	71	169
Southeast	1	8	0	2	-	-	13	71
Southwest	12	50	21	40	-	-	81	129

*Column A figures represent individuals responding "yes" to the following question: If you are not currently working on a graduate degree in library science, educational media, or computer/information science, do you plan to do so in the future? Column B figures represent individuals responding either "yes" or "undecided" to the above question.

Table 9

Graduate Programs to Be Pursued by Potential Student Populations for the Period 1981-1985+

Region	Public, Academic, and Special Library Associates				Public School Librarians			
	A	(%)	B	(%)	A	(%)	B	(%)
Northwest								
Library/Info. Science	18	(100)	32	(100)	25	(57)	51	(50)
Educational Media	0	(0)	0	(0)	19	(43)	44	(44)
Computer/Info. Science	0	(0)	0	(0)	0	(0)	6	(6)
Northeast								
Library/Info. Science	41	(85)	127	(95)	28	(36)	63	(32)
Educational Media	0	(0)	0	(0)	35	(46)	97	(50)
Computer/Info. Science	7	(15)	7	(5)	14	(18)	35	(18)
Central								
Library/Info. Science	44	(70)	88	(73)	39	(54)	85	(50)
Educational Media	19	(30)	26	(21)	26	(36)	78	(46)
Computer/Info. Science	0	(0)	7	(6)	7	(10)	7	(4)
Southeast								
Library/Info. Science	1	(100)	4	(40)	0	(0)	33	(46)
Educational Media	0	(0)	6	(60)	13	(100)	34	(48)
Computer/Info. Science	0	(0)	0	(0)	0	(0)	0	(0)
Southwest								
Library/Info. Science	27	(84)	67	(68)	34	(42)	61	(47)
Educational Media	0	(0)	23	(23)	27	(33)	48	(37)
Computer/Info. Science	5	(16)	9	(9)	13	(16)	13	(10)

Note: Percentages represent proportion of A and B respondents that selected each field. Percentages may not total to 100 for each region due to "undecided" responses.

data for public, academic, and special library associates and for school librarians. Only in central Ohio did a sizeable percentage of library associates definitely plan to pursue a field other than library and information science; 30 percent of central Ohio associates plan to study in the educational media field. As reported earlier, school librarians were split between library and information science and educational media programs. Over 50 percent of the school librarians in northwestern and central Ohio plan to obtain a graduate degree in library and information science. Table 9 indicates that individuals selecting computer and information science were located primarily in northeastern and southwestern Ohio and came from both the library associate and school librarian populations.

Table 10 aggregates the data reported in Table 9 across all four groups. Again northeastern Ohio estimates were conservative since library associates in several large libraries did not receive questionnaires. Data indicated that central Ohio had the largest number of individuals committed to degrees in library and information science. This was true for both library and information science and educational media programs. Northeastern and central Ohio were approximately equal in the number of individuals contemplating a graduate degree in any of the three areas. Northeastern and southwestern libraries, however, employed most individuals interested in computer and information science degrees.

Probable Enrollment by Institution

Individuals planning to attend an Ohio institution for their degree were asked to name the one they would most likely attend. Table 11

Table 10

Potential Student Population by Degree Area for the Period 1980-1985+

Region	Library/ Information Science		Educational Media		Computer/ Information Science	
	A	B	A	B	A	B
Northwest	43	83	19	44	0	6
Northeast	69	190	35	97	21	42
Central	83	173	45	104	7	14
Southeast	1	37	13	40	0	0
Southwest	61	128	27	71	18	22

Note: Regional totals do not consistently equal those reported in previous tables since some respondents had not decided on a degree program.

arranges these data by library type and degree program. Any response left blank was coded as undecided. Data are for only those individuals with definite plans to enroll in a degree program (i.e., Column A respondents).

Table 11 suggests that 33 percent or more of academic, special, and school respondents were undecided on which institution to attend for a degree in library and information science. Perhaps this was due to the geographical locations of most of these respondents. Data in Table 3 indicated that highest response rates for these three groups were in the southwestern, central, and northwestern regions. Southwestern and northwestern respondents have to choose between attending out-of-state institutions in their area (e.g. University of Michigan, University of Kentucky, etc.) or commuting to northeastern Ohio. Central Ohio residents have the Kent State program at Ohio State University, but this has not been widely publicized.

Among those who identified an institution, the majority named Kent State University. Twenty-eight percent of the public library associates named Case Western Reserve University and only eight percent of the academic respondents identified the CWRU program. This may reflect the higher fees at the private program.

Table 11 also indicates some confusion may exist as to which programs have graduate degrees in library and information science. A sizeable percentage of public, academic and special library associates indicated they would attend Ohio State University or Cleveland State University. Either these respondents planned to enroll in the information science programs offered by computer science departments, confused

Table 11

Probable Institutional Attendance for Individuals with Definite Plans to Pursue a Library and Information-related Degree

	Library Type			
Degree	Public	Academic	Special	School
Library & Information Science	13% undecided 39% Kent State 28% Case Western 10% Ohio Dominican 10% Ohio State	33% undecided 29% Kent State 25% Ohio State 8% Case Western 4% Cleveland State	34% undecided 33% Kent State 33% Cleveland State	39% undecided 41% Kent State 7% Miami U. 7% Bowling Green 7% Wright State
Educational Media or Instructional Technology	65% Kent State 35% Ohio U.	_____	_____	28% undecided 23% Kent State 14% Bowling Green 14% Miami U. 14% U. of Toledo
Computer and Information Science	100% Kent State	17% undecided 83% U. of Cincinnati	_____	20% Kent State 20% Miami U. 20% U. of Cincinnati 20% Ohio State 20% Youngstown State

educational media programs with library and information science programs, or knew of the Columbus and Cleveland extension programs. Whatever the reason, these data suggest that the Columbus and Cleveland residents would be interested in local programs.

Table 12 presents similar data for individuals unsure about their educational plans. Again there was considerable indecision regarding the library and information science program that would be attended. More universities were listed; some actually offering the specified degree; others, not listing such degree programs in their catalogs. "Undecideds" among public library associates seemed to favor or to be in closer proximity to Miami University and Wright State University programs in educational media.

Commuting and Residency Requirements

Sample members were asked if they would attend an A.L.A. approved degree program if it were within one hour's commuting distance of home or place of employment. Table 13 reports the responses, again separating those with definite plans (A) from the total contemplating such a degree (B). In general most respondents reporting definite plans for a degree would drive the one hour if an ALA program were available. The one exception to this was the public library group in southwestern Ohio. Only 50 percent would be willing to commute; the other 50 percent being undecided.

When those with definite plans were combined with those still unsure about their educational future (i.e. column B), the number willing to commute dropped. If one is unsure about pursuing a degree, one would be equally unsure about commuting to a degree program. This drop could

Table 12

Probable Institutional Attendance for Individuals Undecided on Pursuing a Library and Information-related Degree

	Library Type			
Degree	Public	Academic	Special	School
Library & Information Science	48% undecided 31% Kent State 10% Cleveland State 6% Case Western 5% Ohio State	25% undecided 43% Kent State 25% Ohio State 6% Miami U.	90% undecided 10% Kent State	37% undecided 21% Kent State 11% Miami U. 11% Ohio State 5% Ohio U. 5% Youngstown State 5% U. of Akron 5% Bowling Green
Educational Media or Instructional Technology	36% Miami U. 64% Wright State	100% Kent State	_____	29% undecided 34% Kent State 13% Wright State 8% Bowling Green 4% Miami U. 4% Ohio State 4% Ohio U. 4% Xavier
Computer and Information Science	_____	100% undecided	100% undecided	25% undecided 52% Kent State 23% U. of Toledo

Table 13

Regional Willingness to Commute
One Hour to an
ALA Accredited Program

	Library Type							
	Public		Academic		Special		School	
Region	A	B	A	B	A	B	A	B
Northwest								
Yes	100%	100%	100%	100%	-	100%	100%	94%
Undecided	0%	0%	0%	0%	-	0%	0%	6%
No	0%	0%	0%	0%	-	0%	0%	0%
Northeast								
Yes	100%	57%	100%	40%	100%	75%	90%	56%
Undecided	0%	36%	0%	60%	0%	25%	10%	40%
No	0%	7%	0%	0%	0%	0%	0%	4%
Central								
Yes	100%	83%	80%	70%	-	67%	100%	55%
Undecided	0%	17%	0%	20%	-	33%	0%	41%
No	0%	0%	20%	10%	-	0%	0%	4%
Southeast								
Yes	100%	60%	-	67%	-	-	100%	82%
Undecided	0%	40%	-	33%	-	-	0%	18%
No	0%	0%	-	0%	-	-	0%	0%
Southwest								
Yes	50%	60%	100%	91%	-	100%	82%	78%
Undecided	50%	40%	0%	9%	-	0%	18%	22%
No	0%	0%	0%	0%	-	0%	0%	0%

suggest, however, that those with definite plans prefer the ALA degree, while those undecided about a degree may not have given as much thought to ALA approval. This does not apply to the Northwest where the majority of those contemplating a degree would commute if the ALA program were available. The University of Michigan library science school at Ann Arbor is within an hour's drive of many of the northwestern libraries.

Table 14 suggests that interest in an off-campus ALA program would drop if a full term of study was required at the main campus. A large number of respondents indicated they would not be willing to meet residency requirements. This was especially true for northeastern, central, and southwestern Ohio, the regions of highest potential student enrollment. This suggests that potential students are looking for off-campus programs similar to those offered in Columbus, i.e. those at which a degree may be obtained without attending the main campus. Respondents who plan degrees were willing to commute an hour to attend ALA approved courses but indicated far less interest in meeting full term residency requirements.

Potential Sites for Off-Campus Programs

Sample members were asked to list all state supported, academic institutions that were within one hour's commute and also to specify the one closest to work or home. As Table 15 indicates, Bowling Green State University would provide the most access to students willing to commute to a state university in northwestern Ohio. University of Toledo would also be within one hour's driving for over half of the respondents. Northeastern respondents were more widely dispersed. Over half of the library associate respondents were within commuting distance of Kent

Table 14

Regional Willingness to Meet a
Full-time Residency Requirement of One Term
at a Main Campus

	Library Type							
	Public		Academic		Special		School	
Region	A	B	A	B	A	B	A	B
Northwest								
Yes	0%	0%	83%	75%	-	0%	71%	43%
Undecided	100%	100%	17%	25%	-	100%	14%	34%
No	0%	0%	0%	0%	-	0%	15%	23%
Northeast								
Yes	50%	23%	50%	20%	33%	33%	50%	24%
Undecided	0%	31%	0%	20%	34%	34%	20%	32%
No	50%	46%	50%	60%	33%	33%	30%	44%
Central								
Yes	33%	36%	50%	22%	-	0%	36%	25%
Undecided	44%	43%	25%	56%	-	100%	45%	43%
No	22%	21%	25%	22%	-	0%	19%	32%
Southeast								
Yes	0%	20%	-	0%	-	-	0%	10%
Undecided	100%	60%	-	33%	-	-	100%	60%
No	0%	20%	-	67%	-	-	0%	30%
Southwest								
Yes	50%	30%	50%	45%	-	100%	36%	33%
Undecided	0%	30%	17%	37%	-	0%	45%	39%
No	50%	40%	33%	18%	-	0%	19%	28%

Table 15

State Universities Within One Hour's Drive in Each Region*

Region	Library Associates	School Librarians
Northwest	88% Bowling Green	86% Bowling Green
	56% U. of Toledo	79% U. of Toledo
	28% Ohio State - Lima	21% Ohio State - Lima
	16% Ohio State - Marion	21% Bowling Green - Fire Island
Northeast	58% Kent State	56% Kent State
	54% Cleveland State	32% Youngstown State
	14% Youngstown State	28% U. of Akron
	19% U. of Akron	20% Cleveland State
	9% Kent State - Ashtabula	12% Kent State - Ashtabula
Central	81% Ohio State	64% Ohio State
	21% Ohio State - Marion	15% Ohio State - Mansfield
	15% Ohio State - Newark	15% Ohio State - Marion
	15% Ohio U. - Lancaster	11% U. of Akron
	13% Ohio State - Mansfield	
Southeast	50% Ohio U.	40% Ohio U.
	20% Ohio State	30% Ohio U. - Zanesville
	20% Ohio U. - Belmont	20% Kent State - E. Liverpool
	20% Ohio U. - Chillicothe	
	20% Ohio U. - Lancaster	
	20% Ohio U. - Zanesville	
	20% Kent State - Tuscarawas	
Southwest	59% Wright State	61% Miami U.
	57% Miami U.	56% U. of Cincinnati
	41% U. of Cincinnati	44% Wright State
	31% Miami - Middletown	11% Ohio State
	14% Miami - Hamilton	
	10% Ohio State	

*Data are restricted to respondents with definite plans to pursue a graduate degree.

State and Cleveland State Universities. Kent State provided the best access for school librarians (56 percent). The main campus of Ohio State would be feasible for 81 percent of the library associates and 64 percent of the school librarians in central Ohio. Ohio University in Athens along with all branch campuses would be a practical commute for southeastern respondents. As in the Northeast, southwestern respondents have a number of choices. Wright State University and Miami University provided accessible locations for library associates and Miami University and University of Cincinnati provided similar access for school librarians.

Table 16 identifies the state university providing the shortest drive for the largest number of respondents in each region. Bowling Green State University was closest for northwestern library associates (43 percent), but University of Toledo afforded the shortest distance for school librarians. In the Northeast, Cleveland State University (42 percent) appeared to be the best site for library associates, with no one institution being closest for a majority of school librarians. Central Ohio respondents would be closest to Ohio State University; southeastern respondents, closest to Ohio University and its branches. In southwestern Ohio, 46 percent of the library associates named Wright State University as the closest campus. The school libraries were divided among Wright State University (28 percent), Miami University (28 percent), and University of Cincinnati (22 percent).

Written Comments

As stated earlier, space was provided in the questionnaire for comments. These comments have been arranged by geographical region and reproduced in Appendix D. Some general observations are offered here.

Table 16

State University Closest to Home or Work in Each Region*

Region	Library Associates	School Librarians
Northwest	43% Bowling Green 29% Ohio State - Lima 28% U. of Toledo	50% U. of Toledo 38% Bowling Green 6% Wright State - Piqua 6% Wright State - Western Ohio
Northeast	42% Cleveland State 20% Kent State 6% Kent State - Trumbull 4% U. of Akron 28% Private and/or community college	24% Youngstown State 16% U. of Akron 16% Kent State 12% Cleveland State 12% Kent State - Ashtabula 4% Kent State - Salem 4% Kent State - Stark 4% Kent State - Tuscarawas 8% Private college
Central	74% Ohio State 5% Ohio State - Mansfield 5% Ohio State - Marion 5% Kent State 3% Ohio State - Newark 3% Ohio U. - Lancaster 3% U. of Akron - Wayne Technical	53% Ohio State 11% Ohio State - Mansfield 7% Ohio U. - Lancaster 7% U. of Akron 7% Ohio State - Newark 4% Ohio State - Marion 4% Cleveland State 7% Private college

Table 16, continued

Southeast	30% Ohio U.	30% Ohio U.
	10% Ohio U. - Belmont	30% Ohio U. - Zanesville
	10% Ohio U. - Chillicothe	10% Ohio U. - Belmont
	10% Ohio U. - Lancaster	10% Ohio U. - Chillicothe
	10% Kent State - Tuscarawas	10% Private college
Southwest	46% Wright State	28% Wright State
	16% Miami U.	28% Miami U.
	11% Miami U. - Middletown	22% U. of Cincinnati
	10% U. of Cincinnati - Raymond Walters	6% Miami U. - Middletown
	6% U. of Cincinnati	16% Private and community college
	6% Central State	
	5% Private college	

*Data are restricted to respondents with definite plans to pursue a graduate degree. Some respondents specified a private and/or community college.

First the desirability of the ALA degree is confirmed. It appears that respondents would pursue a graduate degree in library science if an ALA accredited program were in the area. Proximity of the program was a key factor emerging from the comments. Family responsibilities and full-time employment were listed as deterrents to extended periods of absence or commuting.

Some comments focused on the inability to earn graduate degrees in educational media from local institutions because of overlap with undergraduate media coursework. Others pointed to the need for more continuing education opportunities, credit for experience, and correspondence course options. Several viewed the graduate degree as a credential necessary for higher salaries. Some respondents believed they were performing professional functions now, but needed the degree to receive payment at the professional level.

Southwestern and northwestern respondents offered the most comments. In addition to the above issues, they pointed to the problem of paying high out-of-state fees to earn an ALA degree in Michigan or Kentucky. These out-of-state programs were closer than the Kent State program but approximately twice as expensive.

Conclusions

The three enrollment studies conducted to assess the need for graduate education in librarianship in Ohio have been presented in this report and its appendices (i.e. Appendix E and Appendix F). The main points of these studies have been summarized below. Implications for library education have been briefly discussed.

Three main conclusions emerge from all three studies:

1. Northeastern and central Ohio contain the highest percentage of residents interested in pursuing a graduate degree in a library and information service area.
2. Of the three areas - library science, educational media and computer science - the library science field is the one most frequently selected for graduate study.
3. Proximity of the institution is an important factor in selecting a degree program but students would endure a reasonable commute to obtain the preferred ALA degree.

The library associate and school librarian survey provided the most data, as follows:

1. Over 50 percent of these individuals have contemplated pursuing a graduate degree; approximately 20 percent have defirite plans for a graduate degree in a library related field.
2. Upgrading of skills through graduate work is an ongoing event among these groups: 12 percent of the public library associates and 6 percent of the other three groups had related master's degrees in progress at time of survey.
3. Library associates believe they are performing professional tasks and seek the graduate degree with its attending professional salary levels (That library associates do perform tasks similar to those of entry-level professionals is a fact confirmed by research [6]).
4. Most students would be between 25 to 39 years old, would work while studying, would commute up to one hour if an ALA degree program were available, but would lose interest if an off-

campus program required a full term of residency on the main campus.

The three studies suggest that northeastern and central Ohio continue to be areas of greatest need for library science education, followed by the southwestern region. The three areas respectively have estimated potential student enrollments of 69, 83, and 61; with 190, 173 and 128 in each region who have considered obtaining the library science degree. These figures do not include student library assistants or current educational media undergraduates.

Physical sites which would provide central commuting points for the most students in these areas are as follows:

Northwest - Bowling Green State University
Northeast - Kent State University
Cleveland State University
Central - Ohio State University
Southeast - Ohio University
Southwest - Wright State University

The student library assistant study revealed that only between 11 and 20 percent of student workers wish to pursue a library career. Approximately 60 percent would earn a library science graduate degree while 22 percent would seek a graduate degree in a subject area. Most of those planning in-state degrees were located in northeastern and central Ohio. Northwestern and southwestern students were more indecisive about the institution they would attend. The majority of the individuals planning degrees indicated they would start degree programs within the next two years. The remaining were staggered through 1985 and beyond. Since most students would work while studying, a degree program could require three to four years for completion.

campus program required a full term of residency on the main campus.

The three studies suggest that northeastern and central Ohio continue to be areas of greatest need for library science education, followed by the southwestern region. The three areas respectively have estimated potential student enrollments of 84, 114, and 92; with 225, 234 and 182 in each region who have considered obtaining the library science degree. These figures do not include student library assistants or current educational media undergraduates.

Physical sites which would provide central commuting points for the most students in these areas are as follows:

Northwest - Bowling Green State University
Northeast - Kent State University
Cleveland State University
Central - Ohio State University
Southeast - Ohio University
Southwest - Wright State University

The student library assistant study revealed that only between 11 and 20 percent of student workers wish to pursue a library career. Approximately 60 percent would earn a library science graduate degree while 22 percent would seek a graduate degree in a subject area. Most of those planning in-state degrees were located in northeastern and central Ohio. Northwestern and southwestern students were more indecisive about the institution they would attend. The majority of the individuals planning degrees indicated they would start degree programs within the next two years. The remaining were staggered through 1985 and beyond. Since most students would work while studying, a degree program could require three to four years for completion.

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Appendix A

Roster Requests and

Instructions for Questionnaire Distribution

KENT STATE
UNIVERSITY
KENT, OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

September 26, 1980

Dear Librarian:

Have you ever noticed that both Ohio ALA accredited library schools are located in the northern part of the state? Have you wondered if there is sufficient need to justify additional library science programs, both in terms of potential enrollment and projected professional vacancies throughout Ohio?

Concerned with these issues, the School of Library Science at Kent State University has obtained an LSCA Title III grant from The State Library of Ohio to assess the need for new library science programs in Ohio, and if warranted, to develop alternative models for providing such education throughout the state. And yes, we do need your help.

During the next month, we will be surveying a sample of library associates employed at Ohio academic, special, and public libraries, as well as college students currently employed on a part-time basis in Ohio libraries. Our purpose is to project regional and statewide enrollment for graduate library education in Ohio. Please help our project by providing the names and business addresses of library associates and student workers currently employed in your library system. Please use the following ALA personnel definitions:

1. library associate or associate specialist - a supportive staff member holding an undergraduate degree in any field but lacking a master's degree in librarianship or a subject specialty.

2. student worker - an employee currently attending a four year college or university in Ohio and holding an ALA personnel classification other than librarian or library associate.

Individuals sampled from these lists will be asked about future educational plans and previous library education and experience. All questionnaires will be considered confidential. Results will help determine if new programs are needed, where these programs might best be located, and what modifications might be made in existing programs to meet student needs.

Please participate in this study by sending the requested listings to the address given below by Monday, October 6. Please return the enclosed information form as well. A stamped self-addressed envelope has been provided.

If you have any questions, please write or call (614) 466-5264. Thank you for your prompt attention to this request.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph.D.
Research Associate
The Graduate Education for
Librarianship in Ohio Project
65 South Front Street, Room 1206
Columbus, Ohio 43215

MTK/bad

Enclosure

Name of Library System/building: _____

1. Does your library system have a central mailing system?

_____ Yes

_____ No

a. If yes, may our project send a package of addressed questionnaires to this central office for distribution?

_____ Yes

_____ No

b. If there are specific address requirements, please specify.

_____

_____

2. Which professional staff member in your system could provide data on anticipated retirements, new positions, etc.?

Name: _____

Thank you for your cooperation. Please return this form along with the requested listing of library personnel to the following address by Monday, October 6, 1980:

Mary T. Kim, Ph.D.
The Graduate Education for Librarianship
in Ohio Project, Room 1206
65 South Front Street
Columbus, Ohio 43215

KENT STATE UNIVERSITY
KENT, OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

October 15, 1980

Dear Librarian:

Earlier this month I asked you to participate in a study of graduate education for librarianship in Ohio by furnishing a list of library associates currently employed at your library. Because there was a relatively short time for response, many libraries were unable to return a roster in the allotted time. For this reason I am asking you to help in the following and hopefully, less time-consuming way:

1. Please pick at random a sample of library staff performing professional or technical assignments who currently hold a BA or BS as their highest degree. Do not include maintenance or strictly clerical positions. Select one name for each questionnaire received.

2. Distribute one questionnaire to each individual selected.

3. Please keep a list of the names selected in case a follow-up questionnaire needs to be sent. This insures complete anonymity of all questionnaires.

I believe this method should simplify your participation. If this request poses any difficulty, do not hesitate to call me at (614) 466-5264.

Thank you for your cooperation.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph. D.
Research Associate

MTK/al
Enclosure

KENT STATE UNIVERSITY
KENT OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

November 7, 1980

Dear Librarian:

Last month I invited you to participate in a study of graduate education for librarianship in Ohio. You received a packet of survey questionnaires and were requested to distribute them at random to members of your non-professional staff. Thank you for your cooperation.

You may remember that I asked you to record the names of these individuals selected in case a follow-up questionnaire was needed. I am enclosing second round questionnaires and ask your help in distributing them as follows:

1. Please remove the yellow routing slip from the envelope.

2. On the routing slip please write the names and library addresses of the original ___ library associates selected from your library. (In case the first round of questionnaires was not distributed, please refer to the original distribution instructions which are also enclosed).

3. Please write your name last on the routing list.

4. Please attach the routing slip to the outside of the packet envelope.

5. Please leave the ___ questionnaire copies in the envelope and distribute the entire packet to the first name on the routing slip.

6. When the packet returns to you, please fold, staple, and drop any remaining blank questionnaires in the mail.

If this method of distribution poses a problem, please call me collect at (614) 466-5264 as soon as possible. The response date requested on the questionnaires is Monday, November 24. This will be the only follow-up sent for the library associate survey.

Thank you for your help.

Sincerely,

Mary T. Kim

Mary T, Kim, Ph.D.
Research Associate

MTK/vlg

-48-

Enclosure

ROUTING SLIP

** Read and pass on immediately **

TO:	Name	Location
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

FROM: Mary T. Kim, Research Associate, Graduate Education for Librarianship in Ohio Project, School of Library Science, Kent State University

SUBJECT: FOLLOW-UP QUESTIONNAIRE DUE MONDAY, NOVEMBER 24

In late October you received a questionnaire from the School of Library Science at Kent State University. You may recall that the purpose of the survey was to determine if, where, and when additional graduate library science education programs might be needed in Ohio. If you have already completed and mailed your survey, please cross out your name and immediately send this entire packet to the next name listed on the routing list. Thank you for your interest.

IF YOU DID NOT COMPLETE THE QUESTIONNAIRE AND WISH TO PARTICIPATE IN THE KENT STATE STUDY, please remove one questionnaire from the packet, cross out your name, and immediately pass the packet on to the next name listed. Additional instructions are attached to each questionnaire.

We really need to hear from you if our projections are to be accurate. As I said before, your lack of interest in a graduate degree in library science is equally important for us to know.

-49-

****

RESPONSE DEADLINE: MONDAY, NOVEMBER 24

****

Appendix B

Response Rates and Regional Response Bias

Table 17

Response Rates by Library Type

	LIBRARY TYPE			
REGION	Public	Academic	Special	School
CALICO	100%	61%	80%	74%
COIN	100%	100%	100%	93%
INFO/CAMLS	71%	80%	57%	71%
MILO	88%	91%	0%	79%
MOLO	29%	0%	100%	64%
NOLA	80%	67%	100%	77%
NORWELD	78%	82%	0%	79%
OVAL	40%	63%	100%	62%
SOLO	80%	50%	0%	56%
SWORL/GCLC	75%	80%	100%	70%
WORLDS	67%	100%	100%	76%
TOTAL	76%	73%	71%	73%

Table 18

Public Library Sample:

Totals, Adjusted Totals, and
Significance Test of Regional Response Bias

	Sample Size		Response	
Region/System	Total	Adjusted	Returned	Not-Returned
Northwest	15	15	11	4
NORWELD	9	9	7	2
WORLDS	6	6	4	2
Northeast	56	45	30	15
INFO/CAMLS	39	28	20	8
MOLO	7	7	2	5
NOLA	10	10	8	2
Central	21	21	21	0
CALICO	16	16	16	0
COIN	5	5	5	0
Southeast	10	10	6	4
OVAL	5	5	2	3
SOLO	5	5	4	1
Southwest	16	16	13	3
MILO	8	8	7	1
SWORL/GCLC	8	8	6	2
		107	81	26

Chi square test of homogeneity of distributions with 4 degrees of freedom: $\chi^2 = 10.4$, $.02 < p. < 05$.

Table 19

Academic Library Sample: Totals,
Adjusted Totals, and Significance Test on
Regional Response Bias

	Sample Size		Response	
Region/System	Total	Adjusted	Returned	Not-Returned
Northwest	17	15	13	2
NORWELD	13	11	9	2
WORLDS	4	4	4	0
Northeast	48	29	20	9
INFO/CAMLS	30	15	12	3
MOLO	4	2	0	2
NOLA	14	12	8	4
Central	34	32	21	11
CALICO	30	28	17	11
COIN	4	4	4	0
Southeast	12	12	7	5
OVAL	8	8	5	3
SOLO	4	4	2	2
Southwest	35	21	18	3
MILO	13	11	10	1
SWORL/GCLC	22	10	8	2
		109	79	30

Chi square test of homogeneity of distributions with 4 degrees of freedom: $\chi^2 = 5.50$, $.20 < p. < .30$.

Table 20

Special Library Sample: Totals, Adjusted Totals, and Significance Test on Regional Response Bias

	Sample Size		Response	
Region/System	Total	Adjusted	Returned	Not-Returned
Northwest	2	2	1	1
NORWELD	1	1	0	1
WORLDS	1	1	1	0
Northeast	10	10	7	3
INFO/CAMLS	7	7	4	3
MOLO	1	1	1	0
NOLA	2	2	2	0
Central	7	6	5	1
CALICO	6	5	4	1
COIN	1	1	1	0
Southeast	2	2	1	1
OVAL	1	1	1	0
SOLO	1	1	0	1
Southwest	5	5	3	2
MILO	2	2	0	2
SWORL/GCLC	3	3	3	0
		25	17	8

Chi square test of homogeneity of distributions with 4 degrees of freedom: $\chi^2 = 1.41$, $.80 < p. < 90$.

Table 21

Public School Library Sample: Totals, Adjusted Totals, Significance Test of Regional Response Bias

	Sample Size		Response	
Region/System	Total	Adjusted	Returned	Not-Returned
Northwest	51	51	40	11
NORWELD	34	34	27	7
WORLDS	17	17	13	4
Northeast	78	78	56	22
INFO/CAMLS	41	41	29	12
MOLO	11	11	7	4
NOLA	26	26	20	6
Central	45	45	36	9
CALICO	31	31	23	8
COIN	14	14	13	1
Southeast	29	29	17	12
OVAL	13	13	8	5
SOLO	16	16	9	7
Southwest	56	56	41	15
MILO	19	19	15	4
SWORL/GCLC	37	37	26	11
		259	190	69

Chi square test of homogeneity of distributions with 4 degrees of freedom: $\chi^2 = 5.02$, $.20 < p. < 30.$

Appendix C

Questionnaires, Cover Letters

and Follow-up Letters

ENROLLMENT PROJECTIONS FOR

OHIO GRADUATE EDUCATION

IN LIBRARIANSHIP

A Survey of Ohio Public, Academic,
Special, and School Library Personnel

by

THE SCHOOL OF LIBRARY SCIENCE
Kent State University, Kent, Ohio

This survey is supported by an LSCA TITLE III
grant from The State Library of Ohio.

SECTION A. Current educational, personal, and employment information

Please complete the following section by marking (X) the appropriate response. Mark only one response per item unless otherwise indicated.

1. Age (1)

____ 18-24 [1]
____ 25-29 [2]
____ 30-39 [3]
____ 40-49 [4]
____ 50-59 [5]
____ 60 or over [6]

2. Sex (2)

____ Male [1]
____ Female [2]

3. Type of library in which currently employed (3)

____ public [1]
____ academic [2]
____ special [3]
____ school [4]
____ other, please specify [5]
_____

4. Classification of currently held position (4)

____ clerical [1]
____ library technical assistant [2]
____ library associate [3]
____ librarian [4]
____ other, please specify [5]
_____

5. Primary service area in which currently employed (5)

____ technical [1]
____ public [2]
____ administrative [3]
____ learning resource/media center [4]
____ other, please specify [5]
_____
_____

6. Number of hours worked per week (6)

____ 1-10 hours [1]
____ 11-20 hours [2]
____ 21-30 hours [3]
____ 31-40 hours [4]

7. Highest diploma/degree earned to date (7)

____ high school diploma [1]
____ AA or two years college [2]
____ BA/BS [3]
____ MA/MS [4]
____ 6th year certificate [5]
____ Ph.D., DLS, etc. [6]
____ other, please specify [7]
_____

SECTION A. Current educational, personal, and employment information

Please complete the following section by marking (X) the appropriate response. Mark only one response per item unless otherwise indicated.

1. Age (1)

____ 18-24 [1]
____ 25-29 [2]
____ 30-39 [3]
____ 40-49 [4]
____ 50-59 [5]
____ 60 or over [6]

2. Sex (2)

____ Male [1]
____ Female [2]

3. Type of school in which currently employed (3)

____ high school [1]
____ junior high [2]
____ middle [3]
____ elementary [4]
____ other, please specify [5]
_____

4. Classification of currently held position (4)

____ clerical [1]
____ library technical assistant [2]
____ library associate [3]
____ librarian [4]
____ other, please specify [5]
_____

5. Type of Ohio educational media certificate currently held (5)

____ none [1]
____ elementary, K-8 [2]
____ secondary, 7-12 [3]
____ comprehensive, K-12 [4]
____ other, please specify [5]
_____

6. Number of hours worked per week (6)

____ 1-10 hours [1]
____ 11-20 hours [2]
____ 21-30 hours [3]
____ 31-40 hours [4]

7. Highest diploma/degree earned to date (7)

____ high school diploma [1]
____ AA or two years college [2]
____ BA/BS [3]
____ MA/MS [4]
____ 6th year certificate [5]
____ Ph.D., DLS, etc. [6]
____ other, please specify [7]
_____

8. Have you completed and/or are you now working on a degree in a library/ information-related field? (8)

____ Yes [1]

If yes, which of the following have you completed and/or are you now working toward?

____ No [2]

If no, please SKIP to SECTION B below.

* * MARK AS MANY AS APPLY * *

Degree	Status: Completed (9)	Status: In Progress (10)
1. AA in library science	____ [1]	____ [1]
2. BA/BS: library science major	____ [2]	____ [2]
3. BA/BS: library science minor	____ [3]	____ [3]
4. MA/MS in library science	____ [4]	____ [4]
	(11)	(12)
5. BA/BS: major in educational media/ instructional technology	____ [1]	____ [1]
6. BA/BS: minor in educational media/ instructional technology	____ [2]	____ [2]
7. MA/MS in educational media or instructional technology	____ [3]	____ [3]
	(13)	(14)
8. BA/BS: major in computer and information science	____ [1]	____ [1]
9. BA/BS: minor in computer and information science	____ [2]	____ [2]
10. MA/MS in computer and information science	____ [3]	____ [3]
	(15)	(16)
11. Other, please specify	____ [1]	____ [1]

_____

_____

SECTION B. Geographical information

Please write in the specific information requested below.

1. Are you an Ohio resident? (17) ____ Yes [1] ____ No [2]

2. In what Ohio county do you currently live? (18-19)

_____

3. In what Ohio county do you currently work? (20-21)

_____

SECTION C. Future educational and career plans.

Please complete the following section by marking (X) the appropriate response. Mark only one response per item unless otherwise indicated.

1. Do you currently plan to continue your career in library and information science? (24)

____ Yes [1] ____ No [2]

If yes, in which type of library/information agency will you seek employment? (25)

____ academic [1]
____ public [2]
____ special [3]
____ school [4]
____ other, please specify [5]
_____
_____

2. If you are not currently working on a graduate degree in library science, educational media, or computer/information science, do you plan to do so in the future? (26)

____ Yes [1]
____ Undecided [2]

PLEASE CONTINUE

____ No [3]
____ Not applicable, currently working on such a degree

If no, please SKIP TO SECTION D below.

3. In which of the following areas do you plan graduate study (i.e master degree or higher)? MARK ONLY ONE. (27)

____ library and information science [1]

____ educational media [2]

____ instructional technology [3]

____ computer and information science [4]

4. In what year might you begin your graduate study? (28)

____ 1980 [1] ____ 1983 [4] ____ after 1985 [7]

____ 1981 [2] ____ 1984 [5]

____ 1982 [3] ____ 1985 [6]

5. Would you continue to work while studying? (29)

____ No [1] ____ Yes, part-time [2] ____ Yes, full-time [3]

6. Would you attend an academic institution in Ohio for this graduate study? (30)

____ Yes [1] ____ No [2]

If yes, which one? (31-32)_____

SECTION D. Alternative programs of graduate library education in Ohio.

1. If ALA accredited, graduate library science courses were available within one hour's drive from your home, would you attend? (31)

____ Yes [1]

____ Undecided [2]

PLEASE CONTINUE

____ No [3]

STOP. Please turn to the inside back cover for mailing instructions.

2. Which state college or university campuses (main or branch) are within an hour's drive of your home? Please list all. (32-33)

_____

_____

3. Circle the campus listed in 2 above which is closest to your home. (34-35)

4. If this off-campus degree program in library science required that you spend one term at the main campus as a full-time student, would you still be interested in the program? (36)

____ Yes [1] ____ Undecided [2] ____ No [3]

PLEASE TURN TO THE INSIDE BACK COVER FOR MAILING INSTRUCTIONS

Library Associate:

Thank you for participating in this study. We appreciate the time you spent in completing this questionnaire. If you have any comments or concerns to share, please write them on the inside front cover.

Sincerely,

Dr. A. Robert Rogers, Dean
School of Library Science
Kent State University

* * MAILING INSTRUCTIONS * *

1. Remove the postcard from this booklet and mail separately.
2. Staple the booklet closed where marked on the back cover.
3. Return both the postcard and booklet by Friday, October 31 to:

Dr. Mary T. Kim, Research Associate
The Graduate Education for Librarianship
in Ohio Project
65 South Front Street, Room 1206
Columbus, OH 43215

STAPLE HERE

STAPLE HERE

FOLD HERE

The State Library of Ohio
65 South Front Street
Room 1206
Columbus OH 43215

Dr. Mary T. Kim, Research Associate
The Graduate Education for
Librarianship Project
65 South Front Street
Room 1206
Columbus OH 43215

FIRST CLASS

KENT STATE UNIVERSITY
KENT, OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

October 16, 1980

Dear Librarian:

Have you at some point in your career considered taking graduate courses in library science, educational media, or instructional technology, either for a master degree or as part of a continuing education program? Has the geographic distance from an accredited library science school in Ohio prevented you from considering a library science degree as a realistic option? Concerned with this problem, the School of Library Science at Kent State University has received a research grant from The State Library of Ohio to investigate alternative methods for providing graduate education in librarianship in Ohio.

As part of this study, we are asking a sample of certificated, school librarians currently employed in Ohio public schools to share their plans for furthering their education in a library-related field. We invite you to participate in this survey by completing and returning the enclosed questionnaire by Friday, October 31.

Survey results will determine if new graduate library science programs are needed in Ohio, where these programs might best be located, and what modifications might be made in existing programs to meet student needs. Your lack of interest in such programs is therefore as important for us to know as your possible interest.

Since all questionnaires are anonymous, we also ask your help in reducing the number of follow-up reminders we need to send. Simply mail the enclosed postcard at the same time you return the questionnaire. All postage has been paid.

Thank you for your prompt attention to this request. If you have any questions, please write to me at the address below or call (614) 466-5264.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph.D.
Research Associate

MTK/vlg

Enclosure

GRADUATE EDUCATION FOR LIBRARIANSHIP IN OHIO:
AN LSCA TITLE III PROJECT
Room 1206, 65 S. Front Street, Columbus, Ohio 43215

KENT STATE UNIVERSITY
KENT, OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

October 16, 1980

Dear Library Associate:

Have you at some point in your career considered taking formal courses in library science, either for an initial degree or as part of a continuing education program? Has the geographic distance from an accredited library science school in Ohio prevented you from following through on this idea? Concerned with this problem, the School of Library Science at Kent State University has received a research grant from The State Library of Ohio to investigate alternative methods for providing graduate education in librarianship in Ohio.

As part of this study, we are asking a sample of library associates currently employed in Ohio libraries to share their plans for furthering their education in a library-related field. We invite you to participate in this survey by completing and returning the enclosed questionnaire by Friday, October 31.

Survey results will determine if new graduate library science programs are needed in Ohio, where these programs might best be located, and what modifications might be made in existing programs to meet student needs. Your lack of interest in such programs is therefore as important for us to know as your possible interest.

Since all questionnaires are anonymous, we also ask your help in reducing the number of follow-up reminders we need to send. Simply mail the enclosed postcard at the same time you return the questionnaire. All postage has been paid.

Thank you for your prompt attention to this request. If you have any questions, please write to me at the address below or call (614) 466-5264.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph.D.
Research Associate

MTK/vlg

Enclosure

GRADUATE EDUCATION FOR LIBRARIANSHIP IN OHIO:
AN LSCA TITLE III PROJECT
Room 1206, 65 S. Front Street, Columbus, Ohio 43215
(614) 466-5264

KENT STATE UNIVERSITY
KENT, OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

November 7, 1980

Dear School Librarian:

Last month the School of Library Science at Kent State University invited you to participate in a study assessing the need for additional or modified graduate library science programs in Ohio. Perhaps the survey questionnaire never reached you or arrived after the response deadline. Whatever the reason, your response is still important to us.

Please take ten minutes and share your plans for graduate education in a library related field by completing and returning the enclosed questionnaire and postcard no later than Monday, November 24.

You may not be interested in a graduate degree at this time. You may have already started or even completed a graduate degree in librarianship or educational media. Your response is still essential for determining if, when, and where additional or modified graduate library science programs are needed in Ohio. As before, all questionnaires are anonymous.

Thank you for your prompt attention to this request. If you have already returned the questionnaire, thank you for your interest. It is possible, however, that you forgot to mail the postcard or that it never reached us. Please detach the postcard, indicate you have already responded, and return the card to us.

Thank you again for your assistance.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph.D.
Research Associate

MTK/
Enclosure

GRADUATE EDUCATION FOR LIBRARIANSHIP IN OHIO:
AN LSCA TITLE III PROJECT
Room 1206, 65 S. Front Street, Columbus, Ohio 43215
(614) 466-5264

KENT STATE UNIVERSITY
KENT, OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

November 7, 1980

Dear Library Associate:

Last month the School of Library Science at Kent State University initiated a study assessing the need for additional or modified graduate library science programs in Ohio. Part of the study focused on the educational plans of support personnel employed at public, academic, and special libraries in Ohio. Employing institutions distributed questionnaires to over three hundred library staff members. You were one of these individuals.

As you can see by the attached questionnaire, we believe your response is important for the success of this project. Please share ten minutes of your time in completing and returning the attached questionnaire. We need your response by Monday, November 24. As before, all questionnaires are anonymous.

You may not be interested in a graduate degree at this time. You may have already started or even completed a graduate degree in librarianship, educational media, or computer and information science. Your response is still essential if this project is to determine if, when, and where additional or modified graduate library science programs are needed in Ohio.

Thank you for your prompt response. If you have already returned the questionnaire, thank you for your cooperation. Please do not complete an additional questionnaire.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph.D.
Research Associate

MTK/
Attachment

GRADUATE EDUCATION FOR LIBRARIANSHIP IN OHIO:
AN LSCA TITLE III PROJECT
Room 1206, 65 S. Front Street, Columbus, Ohio 43215
(614) 466-5264

Appendix D

Written Comments from Library Associates

and School Librarians

Northwestern Ohio

1. I feel there really is a great need for an ALA approved program in northwest Ohio. Even a few courses would be helpful, if a full program could not be developed. Summer courses would be especially attractive to those of us in academic libraries.

2. I hope to one day be an elementary school librarian. As a former teacher, I strongly feel that teachers, in the very near future will demand a full-time, in-school librarian and media specialist. When state regulations make such a full-time position mandatory, I want to be ready. Until then, I'll probably stay where I am [academic library], but as a librarian.

3. I am very much in favor of more ALA accredited graduate programs in Ohio. If there was one in my area, I would be going to school now. [academic library].

4. With a family it would be difficult to be "away" for a term. A summer term might be possible if husband and wife had nine month contracts; although hard financially. [academic library]

5. Why aren't there any correspondence courses on master's level in library science? After taking seven hours and running this library for seven years it certainly is not essential to have a degree. It is just another way to discriminate. [public library]

6. Kent State and Bowling Green State University cooperative effort in scheduling and course offerings would be ideal. Masters diploma in Library and Educational Media would be a joint school program. Kent is too far for people with families and full-time jobs. [school library]

7. I plan to obtain an MLS when it becomes feasible. I cannot afford out-of-state fees for Ann Arbor or the tuition at Case Western. If BGSU had ALA accreditation, that is where I would go. I took so many LEM hours as an undergraduate at BGSU that I might have difficulty getting in the required hours. [school library]

8. I am currently working towards my Master's Degree in Elementary Education. I have considered working towards a Master's in the Library and Educational Media area but the lack of an accredited institution within easy driving distance has eliminated this possibility. Therefore I am very interested in your study! [school library]

Northeastern Ohio

1. At this point in time, because I have completed the Master's Program, I don't plan on continuing in a degree oriented program. However, courses of interest, print and/or non-print, being offered in the immediate area would be of interest. [school library]

2. I originally wanted to earn my Master's Degree in Library Science/Educational Media. However KSU was the closest university and it was too long a drive from my home. I would possibly consider earning a Ph.D. in this area as I presently finished my Master's in Administration this spring, 1980. [school library]

3. There is a great need for Cleveland State University to introduce into its curriculum a series of courses in library/information science. Professionals would then be able to further their education whether or not their intent was to pursue an advanced degree. Educational aides and/or paraprofessionals need such courses also to support the professional programs. [school library]

4. I am employed at Bierce Library, University of Akron. Because UA and KSU do not duplicate programs, no MLS program will ever be offered here. However, at UA I receive a free remission. It would cost me full price to attend KSU. For this reason I am seriously considering other areas of graduate study. If the universities had a reciprocal agreement of fee remission for such programs, I would attend library school at KSU. One hour's driving time (2 hours per day on the road) seems expensive to a working mother.

Central Ohio

1. Although I presently do not see further education in the field of library science a probability for myself, I think that expanded courses in this field would probably be a very good idea in Franklin County - given the growth of Columbus and the number of institutions here which must use that kind of expertise. [academic library]

2. I run the library all by myself, K-6. I have worked here 12 years. If I could afford to take the class and it would give me a degree where I could make more money I would be all for it. I only make a little (very) over $50.00 a week, not even enough to buy groceries now. It doesn't seem fair but I love my work and try my best to make a nice happy surrounding for the children [school library]

3. More interested in workshops or short courses for information -not necessarily towards a degree or credit. [school library]

4. I would like to fulfill some requirements in a Master Degree by correspondence, if possible. [school library]

Southeastern Ohio

1. What I cannot fathom is why OSU does not offer Library Science among its multitude of majors. I know I am not the only person who has even had these thoughts. I also think that experience in working in libraries should somehow be applied toward some credits in majoring in Library Science. I don't know how this could be resolved but I do think it should be given some fairly serious consideration. [academic library]

2. I had hoped for a few years that there would have been an accredited ALA school closer to my home. My present graduate program is being taken at [an out-of-state university] where I have been enrolled for the past three summers. I need only six more hours for my MLS and plan to attend summer session of 1981 for my degree. [school library]

3. Intend to take courses as available from O.U. but do not intend to work toward a degree in library/media, etc. [special library]

Southwestern Ohio

1. I would appreciate an opportunity to obtain an MLS degree while working full time to continue to support my family. [public library]

2. Would like to see Wright State with a Master's in Library Science. [public library]

3. Would love to be able to get a degree in library science while working in Cincinnati. Seems impossible right now. [school library]

4. If there were an ALA accredited MLS program in my geographic area I would have had the degree 10 years ago. My personal situation does not permit attending an out-of-town campus for an extended period but I would be very interested in pursuing a degree program in my vicinity. [public library]

5. This problem for residents of Southwest Ohio has become much more acute with the raising of tuition fees at the University of Kentucky, Lexington, for out-of-state residents. While those of us in Ohio knew and accepted this out-of-state tuition when we enrolled at U.K., the increases have made the time involved in receiving the MLS much longer. Fees currently are $119/hour for non-Kentucky residents.

6. Having graduated from Wright State University with a BS degree in Educational Media (7-12), it has been told to me that I cannot further my education in library science because I've already had all the necessary classes. I would be interested in graduate work if it is possible to continue my degree.

7. I am very glad you are taking this survey. I have long wanted to take additional course work in the field, however, the distances to be traveled have stopped me due to family responsibilities which keep me close to home. If Miami had a graduate degree program in library science, I would be up there in a minute. [school library]

8. I had to settle for a M.Ed Media Spec. degree because there was not an ALA credited institution that a married woman working full-time could attend. My master's really does not do me much good as far as becoming a professional librarian in a university library, since they require the MLS. It has been a very frustrating experience. Even though I do not think a MLS from an ALA accredited school would teach me any more library science than I already know, I would still go after a second degree just to have more job opportunities open to me.

9. Several of us at Miami would like to see a library science program here.

10. I would be concerned with three main things in pursuing any further graduate study: 1) that I would not lose any pay or seniority where I am employed by leaving for an extended period of time, 2) that I would not have to spend extended periods of time away from my family, 3) that I would feel I would be getting a quality education and a meaningful one. [special library]

Appendix E

Survey of Student Assistants Employed in

Academic Libraries in Ohio

A survey of student library assistants employed at academic libraries during Autumn term, 1980 was conducted to determine their future plans for graduate education in a library and information service field. Two hundred surveys, in postcard form, were sent to 31 academic library directors who distributed them to a random sample of student workers. The annual statistical directory for 1979 [2] provided estimates of number of student hours utilized by academic libraries in each library system (e.g. CALICO, COIN, etc.). Postcards were divided proportionately among regions and among academic libraries within each region using these student hour estimates. Tables 22 and 23 contain data on student hours, estimated number of student workers, and response rate information for the five geographical regions identified throughout this enrollment study. As Table 22 demonstrates, the areas employing largest number of student workers correspond to those identified as largest employers of academic professional librarians [1]. Northeastern and central Ohio employed approximately 26% each and southwestern Ohio, 28%. According to the response rates reported in Table 23 however, student assistants in the southwestern region had least interest in participating in this survey or, by extension, in pursuing a graduate degree in a library related field. The response rates for northeastern, central, and southwestern Ohio were 73 percent, 63 percent, and 45 percent respectively.

Figures 2, 3, and 4 illustrate the postcard survey form and cover letters sent. The postcard questionnaire was a shortened version of the form sent to library associates and certificated, non-master degreed school librarians.

Table 22

Student Library Assistants: State and Regional Representation

Region	Total Hours of Assistance	Estimated Number of Students*	Percentage of Total State Hours
Northwest	197,958	190	13%
Northeast	429,308	413	26%
Central	410,156	394	26%
Southeast	108,460	104	7%
Southwest	456,230	439	28%

*Number of students = $\frac{\text{Total hours of assistance}}{\text{52 weeks X 20 hours per student}}$

Table 23

Response Rates for Student
Library Assistant Survey

Region	Surveys Sent	Surveys Returned	Response Rate
Northwest	26	12	46%
Northeast	52	38	73%
Central	52	33	63%
Southeast	14	8	57%
Southeast	56	25	45%
TOTAL	200	116	58%

DIRECTIONS: PLEASE CHECK ONLY ONE RESPONSE PER QUESTION UNLESS OTHERWISE DIRECTED. WHEN COMPLETED, PLEASE DROP IN U.S. MAIL BOX.

1. STUDENT STATUS:

[ ] FRESHMAN
[ ] SOPHOMORE
[ ] JUNIOR
[ ] SENIOR
[ ] MASTER
[ ] DOCTORATE
[ ] OTHER

2. SEX:

[ ] MALE
[ ] FEMALE

3. OHIO RESIDENT:

[ ] YES
[ ] NO

4. HOURS EMPLOYED IN LIBRARY PER WEEK:

[ ] 1-10
[ ] 11-20
[ ] 21-30
[ ] 31-40

5. DO YOU PLAN TO WORK IN THE LIBRARY FIELD IN THE FUTURE?

[ ] YES continue →
[ ] NO → STOP & MAIL Thank you

6. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CURRENT MAJOR OR MINOR FIELD OF STUDY?
(Check no more than two field(s)

[ ] LIBRARY SCIENCE
[ ] EDUCATIONAL MEDIA
[ ] INSTRUCTIONAL TECHNOLOGY
[ ] COMPUTER OR INFORMATION SCIENCE
[ ] NONE OF THE ABOVE

X X X

KENT STATE UNIVERSITY
KENT, OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

November 3, 1980

Dear Personnel Librarian:

As you may know, the School of Library Science at Kent State University is currently studying alternative methods for providing graduate education in Ohio. To date, the project has relied on the cooperation of Ohio librarians in providing staff rosters, projecting personnel needs, and distributing questionnaires to non-professional staff. If you have been one of these individuals, I thank you for your time and continued interest. If you have not been contacted, I ask you to join this statewide effort by responding to the following request.

The project is surveying student library workers currently employed in Ohio libraries to determine their interest in continuing in the library profession. Please distribute the enclosed cards and letters to a random sample of student workers in your library as follows:

1. Please do not select only students you think are interested in librarianship as a career.

2. Please try to distribute to students working throughout the library and not just in one division.

3. Please allow time for students to complete and return by November 19.

Thank you for your help. If you have any questions, please give me a call at (614) 422-5264.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph.D.
Research Associate

MTK/dh

Enclosures

Figure 3

Distribution Letter for Postcard Survey

GRADUATE EDUCATION FOR LIBRARIANSHIP IN OHIO:
AN LSCA TITLE III PROJECT
Room 1206, 65 S. Front Street, Columbus, Ohio 43215
(614) 466-5264

KENT STATE UNIVERSITY
KENT OHIO 44242

SCHOOL OF
LIBRARY SCIENCE
(216) 672-2782

November 3, 1980

Dear Student Library Assistant:

The School of Library Science at Kent State University is studying alternative methods of providing graduate education for librarianship in Ohio. As part of this study, we are surveying non-professionals and student assistants currently employed in Ohio libraries to determine their future educational plans. Your library has agreed to participate in this effort by distributing survey postcards to a random sample of its student library assistants.

Please join in this effort by completing the attached card and returning it no later than Wednesday, November 19. If you are not interested in a library career, we need to know this as well.

You may need to complete only part of the card, depending on your future plans. When you have finished, simply drop the card in a U.S. mailbox. Be sure to detach this letter prior to mailing. All responses are anonymous.

We will not be sending reminders or follow-ups so please participate today. If you have any questions, please write to me at the address below or call (614) 466-5264. Thank you for your help.

Sincerely,

Mary T. Kim

Mary T. Kim, Ph.D.
Research Associate

MTK/dh

Attachment

Figure 4

Student Library Assistant

Cover Letter

Table 24 reports descriptive data on the 116 respondents. Over 90 percent of the students were undergraduates. Over 80 percent were females and Ohio residents. Forty-one percent worked 10 hours or less each week; 53 percent worked between 11 and 20 hours each week. Only 19 percent planned to work in the library field in the future.

Table 25 reports data only for those students planning to continue in the library field. Less than half were majoring and/or minoring in a library related field. Twenty-nine percent were working in the library service area, 14 percent in computer science, and 5 percent in educational media. Ten percent of those planning a library career were working on a graduate degree in one of the three areas at the time of the survey. The majority of the remaining 90 percent did expect to earn a graduate degree in a library related area in the future. Sixty-one percent would continue in the library science field, 11 percent in the computer science field, and 6 percent in educational media. Sixty-six percent of those considering a graduate degree in one of the three areas would start their studies in 1982 or 1983; however only 46 percent were definitely planning to remain in Ohio for this degree.

Finally Table 26 presents conservative estimates of the number of students in each region who plan graduate studies at this time. As stated earlier, nineteen percent of the respondents expressed interest in pursuing a library career. If one assumes that non-response was lack of interest, then this dropped to 11 percent who anticipated a library career. Those planning library careers were predominantly in the northern and central parts of the state.

Table 24

Descriptive Statistics on
Student Assistant Respondents

Class level:	
Freshman	16%
Sophomore	24%
Junior	24%
Senior	25%
Graduate	6%
Other (e.g. non-degree)	3%
Hours employed:	
1 - 10 hours	41%
11 - 20 hours	53%
21 - 30 hours	2%
31 - 40 hours	4%
Plan to continue in library field:	
Yes	19%
No	81%
Sex:	
Male	20%
Female	80%
Residence:	
Ohio	84%
Other	16%

Table 25

Descriptive Statistics on
Student Assistants Planning Library Careers

Current field of study:	
Library science	29%
Educational media	5%
Computer science	14%
Other field	52%
Currently working on graduate degree in library related field:	
Yes	10%
No	90%
Graduate degrees planned:	
Library science	61%
Educational media	6%
Computer science	11%
Other	22%
Year in which graduate degree in library related field would be started:	
1981	17%
1982	33%
1983	33%
1984	8%
1985	8%
Attend Ohio institution for this degree:	
Yes	46%
Undecided	54%
No	0%

Table 26

Estimated Number of Students Contemplating
Graduate Degrees in Each Ohio Region

Region	Percent Planning Library Career		Degree Planned			
	Respondents*	Sample**	L.S.	Media	CIS	Other
Northwest	33%	15%	19	0	0	10
Northeast	18%	13%	38	0	0	8
Central	21%	13%	18	9	9	8
Southeast	0%	0%	0	0	0	0
Southwest	6%	7%	15	0	7	8
TOTAL	19%	11%	90	9	16	34

*Percentage of respondents in each region anticipating a library career.

**Percentage of total sample in each region anticipating a library career. Assumes non-response indicates non-library careers.

The more conservative percentages of interest were used to estimate the number of students planning graduate degrees in the three library-related aras. The northeastern and central regions contained the most students. Eighty-three percent of the northeastern students specified a graduate degree in library science while 41 percent in central Ohio were interested in a library science degree. The remaining were divided among educational media, computer and information science, and other non-library areas.

Sixty-one percent of the total student assistants planning a degree would enter a library science program. Recall that 54 percent of the assistants were not definite in their plans to attend a state institution. The data suggest that most of the "undecideds" were located in northwestern and southwestern Ohio, areas closer to out-of-state ALA programs. These two areas also had the highest percentage of students who would seek graduate degrees in a non-library area, 34 percent in the northwest and 27 percent in the southwest. For the most part, central and northeastern students would remain in the state for their library-related graduate degrees.

In conclusion, between 11 and 19 percent of the student assistants currently employed in Ohio academic libraries were contemplating library careers. Although less than half of the students were earning an undergraduate in a library related field, over 77 percent would earn a graduate degree in either library science, educational media, or computer and information science. Most students interested in library science degrees were located in northeastern and central Ohio and most would elect to remain in the state for their degrees.

Appendix F

Survey of Undergraduates

Enrolled in Library Science and

Educational Media Courses in Ohio

A survey of undergraduates enrolled in library science and educational media courses in Ohio was conducted to determine how many planned to earn graduate degrees in a library and information service field. All educational media programs withe undergraduate programs were contacted and requested to distribute questionnaires to classes duiing the last weeks of Autumn term, 1980. The Ohio State University Faculty of Computer and Information Science and the School of Library Science at Kent State University also agreed to distribute questionnaires in appropriate classes. A list of institutions participating and the number of usuable forms completed at each is given below.

Bowling Green State University	67
Kent State School of Library Science	3
Kent State Program Educational Media and Technology	1
Miami University	5
Ohio Dominican College	26
Ohio State, Department of Computer and Information Science	7
Ohio University	8
University of Toledo	10
Wright State University	28

Most programs were unable to estimate accurately the number of students minoring in the area or seeking credit for certification. In addition because forms were completed by graduates as well as undergraduates and because a representative sample of students was not obtained from all Ohio regions, no attempt was made to estimate total

number of students enrolling from each regional population. Findings apply only to sampled students enrolled in classes during Autumn, 1980.

Table 27 reports descriptive data on respondents. Seventy percent of the students were undergraduates; 15 percent, graduates; and 15 percent non-degree students, presumably working on certification hours. Sixteen percent of the students were male. Over 90 percent claimed Ohio residency.

Only 66 percent of the students planned to work in libraries in the future. This low rate was due to the large number of Bowling Green students who did not intend to enter the library field (57 percent) and also the lack of interest among OSU computer and information science students (100 percent). Since Bowling Green offers a minor program for students in arts and sciences, it is likely that a large number of non-education students were enrolled during Autumn term.

The majority of students would work in a school library after graduation (43 percent) with 10 percent seeking public library careers. Thirty-four percent would seek non-library positions. As Table 27 indicates, only 55 percent were currently enrolled in a degree program with a major or minor in library science, computer science, or educational media. At the time of the survey 24 percent knew they would continue with graduate study in a library related field; 13 percent were undecided.

Data in Table 28 indicate that the majority of students considering a library related, graduate degree would enter a library science program (55 percent). Forty percent would enroll in an educational media and/or instructional technology program. Over fifty percent would start these graduate studies by 1983, most attending an Ohio institution of higher education.

Table 28

Educational Plans for Those
Contemplating Graduate Degrees in a Library
and Information Service Field

Field of study	
Library and information science	55%
Educational media	33%
Instructional technology	7%
Computer and information science	5%
Year in which graduate work would begin:	
1981	11%
1982	28%
1983	15%
1984	17%
1985	14%
1986+	15%
Attendance at Ohio institution projected:	
Yes	80%
No	20%

Students were asked to specify the institution they would attend if they were planning to remain in Ohio. Table 29 confirms the common belief that students will select the program closest to home. Northwestern students would attend Bowling Green (46 percent); southwestern students, Wright State (67 percent) and Miami Universities (50 percent); and northeastern students, Kent State (100 percent). The one exception would be the central Ohio area, where 55 percent of those contemplating a degree would attend Kent State University. Perhaps these students referred to the KSU extension program located at OSU.

Finally Table 30 reports regional interest in pursuing a library related graduate degree. Northeastern and central Ohio had the highest percentages of respondents contemplating such a degree. Over 50 percent in each region would enter a library science program. The undergraduate CIS students in central Ohio would continue in the computer and information science field.

As stated earlier, findings of this survey are not generalizable to all students enrolled in undergraduate programs. Some tentative conclusions may still be drawn from the data as follows.

1. Students remaining in the state prefer to attend an institution in their area.
2. Most media programs are preparing students for school library positions.
3. The preferred graduate field, for those planning further study, is library science.
4. The listing of Kent State University by northwestern, northeastern, and central Ohio students suggests that the ALA degree may be preferred.

Table 29

State Institutions to be Attended by Those Contemplating a Graduate Degree in a Library and Information Service Field*

Northwest (BGSU & UT)	Bowling Green State University	46%
	Case Western Reserve University	23%
	Kent State University	31%
	University of Toledo	23%
Northeast (KSU)	Kent State University	100%
Central (OSU & ODC)	Case Western Reserve University	36%
	Kent State University	55%
	Ohio State University	28%
Southeast (OU)	None listed	
Southwest (MU, WSU)	Miami University	50%
	Ohio State University	17%
	Wright State University	67%

*Percentages do not total to 100 percent in all regions since some students listed more than one institution.

Table 30

Percentage of Students Enrolled in Each Region During Autumn, 1980 Who Contemplate a Graduate Degree in a Library Related Field*

Region	Field Contemplated: Library Science	Media	CIS	Total Percent of Students
Northwest (N = 77) (BGSU & UT)	18%	13%	1%	32%
Northeast (N = 4) (KSU)	75%	25%	0%	100%
Central (N = 28) (OSU & ODC)	50%	21%	11%	82%
Southeast (N = 8) (OU)	13%	25%	0%	38%
Southwest (N = 33) (MU & WSU)	27%	15%	0%	42%

*BGSU: Bowling Green State University
UT: University of Toledo
KSU: Kent State University
OSU: Ohio State University
ODC: Ohio Dominican College
OU: Ohio University
MU: Miami University
WSU: Wright State University